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ABSTRACT

Characteristics of 521 Mansfield State College students participating in Pennsylvania's Equal Education Opportunity Program were studied during 1978-1982. The program, which was enacted by Act 101 in 1971, is designed to provide opportunities to educationally and economically disadvantaged populations. Findings include the following: 79 percent of the student participants were 18 to 21 years old; 93 percent were single; 54 percent reported the yearly income of their parents to be $6,100 and below; although there were no preferred major fields of study, most of the students were majoring in the social sciences, education, business, or had not declared a major; 52 percent participated in the Basic Education Opportunity Grant and the Pennsylvania Higher Education Assistance Agency Grants programs; 65 percent participated in academic, personal, career, and financial aid counseling; the retention rate for the program was 65 percent; reasons for program attrition included graduation, dismissal for academic reasons, withdrawal for personal reasons, and transfer. A chart illustrating the program organizational structure is appended, along with information on the responsibilities of the following program personnel: director, counselor, reading specialist/tutorial coordinator, peer counselor, and tutor. (SW)

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Mansfield State College
Department of Special Programs/
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Equal Education Opportunity Program Clientele: Characteristic, Needs, and Interest

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Occasional Paper No. 1

by

Tondelaya Kateri Baylor *

November, 1982

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Abstract

Results from the study conducted by the Office of Special Programs/ Learning Resource Center indicated that:

1. There was no significant sex effect on the clientele (students) groups that participated in the Act 101 program activities.
2. Seventy-nine percent of the students were between the age of 18 and 21 years.
3. Ninety-three percent of the students were single.
4. Fifty-four percent of the students reported the parents income per annum to be $6,100 and below.
5. Although there was no preferred major field of study, most of the students were in the Social Sciences, Education, Business and undeclared majors.
6. Fifty-two percent of the students participated in the Basic Education Opportunity Grant (B.E.O.G.) and the Pennsylvania Higher Education Assistance Agency Grants (P.H.E.A.A. grants).
7. Sixty-five percent of the students participated in academic, personal career and financial aid counseling.
8. Thirty-five percent of the students during the four year academic semesters have left the institution. Of this, 6 percent had graduated and 22 percent had personal reasons and academic inefficiency for withdrawal.

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INTRODUCTION

The Equal Education Opportunity Program (E.E.O.P.) was inaugurated in Pennsylvania as a result of the passage of Act 101 in 1971. The basic tenet of the Act 101 is the provision of educational opportunities to individuals with academic and financial limitations.

Assistance in the development of the basic skills of reading, writing and arithmetic is provided through the professional and the para-professional (student peer tutors and peer counselors) staff of the Act 101 program (Appendix A). Some Act 101 programs have academic professors on release time from their departments to work with the segment of E.E.O.P. in that particular college or university. Some institutions employ personnel outside the academic departments of the college or university. Student peer tutors are utilized through professional training from the tutorial coordinator. For most programs, the student tutors must have at least a cumulative grade point average of 3.00 in the tutorial area and mastery of subject area. Student peer counselors are trained by the professional counseling staff and are required to have a cumulative grade point average of 2.50. Professional counseling is provided through the counseling staff in various areas: personal, financial, emotional and academic.

Institutions of higher learning in the State of Pennsylvania and other states in the union are embracing the basic tenets of the Act 101 programs. Sixty-eight institutions in Pennsylvania including universities, colleges (both two and four), and technical institutes have adopted the Equal Education Opportunity Program (Act 101). The Act 101 programs

have catered to both the needs of traditional and non-traditional students. Re-entry for the non-traditional student can be very traumatic and slow after being out of a formal academic setting for many years. Through educational and other services offered by the Act 101 programs, various categories of students are adequately catered for.

In view of some of the issues and concerns raised above, a four-year study was conducted at Mansfield State College. Although not very elaborate, the study attempts to study the demographical and experiential characteristics of the students who participated or have participated in the Act 101 programs.

METHODOLOGY

A four-year study beginning in 1978 and ending in 1982 was conducted to identify and verify the characteristic of students who participate in the Equal Education Opportunity programs at Mansfield State College.

Individual records of students enrolled in the program were kept in 1978. The research study was terminated in late 1982.

The frequency distribution statistical technique was used to analyze the data.

RESULTS AND DISCUSSION

A study conducted by the Office of Special Programs/Learning Resource Center (E.E.O.P.) at Mansfield State College indicated the following information concerning the personal characteristics, needs, and interest of participants in the Act 101 program during the 1978-1982 academic semesters.

Sex

A total of 521 students participated in the Act 101 (Equal Education Opportunity Program) during the 1978-1982 academic year. Out of this number, 51 percent of the students (representing 264) were males and 49 percent were females (Table 1).

Age

Only 2 students (representing an insignificant proportion of the total that vie for the Act 101 program) were under 17 years of age. Four hundred and eleven students (representing 79 percent of the total for four years) were between 18 and 21 years of age, 88 students (17 percent of total) were between 22 and 25 years of age, and 20 students (4 percent of the total) were 26 years and over (Table 2).

Marital Status

Ninety-three percent (437 students) of the students were single, 5 percent were married and 2 percent were either separated, divorced, or widowed.

Table 1

Sex Distribution of Students According to Years of Participation in Act 101 Program at Mansfield State College

Sex	Years of Participation[a] 1978-79	1979-80	1980-81	1981-82	Total
Male	62	55	67	80	264
Female	59	65	70	63	257
Total	121	120	137	143	521

[a]Numbers under years represent frequency distribution of students.

Table 2

Age Distribution of Students According to Years of Participation in Act 101 Program at Mansfield State College

Age (Years)	Years of Participation[a] 1978-79	1979-80	1980-81	1981-82	Total
Under 17	--	--	--	2	2
18-21	107	92	100	112	411
22-25	9	25	31	23	88
26-over	5	3	6	6	20
Total	121	120	137	143	521

[a]Numbers under years represent frequency distribution of students.

--indicates that no students were recorded.

Table 3

Marital Status Distribution of Students According to Years of Participation in Act 101 Program at Mansfield State College

Marital Status	Years of Participation[a] 1978-79	1979-80	1980-81	1981-82	Total
Single	118	111	125	133	487
Married	1	7	9	9	26
Other	2	2	3	1	8
Total	121	120	137	143	521

[a]Numbers under years represent frequency distribution of students.

Table 4

Income Distribution of Students[a] According to Years of Participation in Act 101 Program at Mansfield State College

Income ($)/annum	Years of Participation[b] 1978-79	1979-80	1980-81	1981-82	Total
0-3,000	26	27	35	37	125
3,001-6,000	35	39	39	43	156
6,001-8,000	21	19	23	22	85
8,001-10,000	17	23	27	27	94
10,000-up	9	12	13	14	48
No. F.A.F. Discr. Documentation	13	--	--	--	521

[a]Income distribution represents that of parents of student.

[b]Numbers under years represent frequency distribution of students.

--indicates that no students were recorded.

Income

The income bracket reported in report are those of the students parents. One hundred and twenty-five (representing 24 percent of the total students from 1978-1982) of the students fall within the income of $0-3,000 per annum, 156 students (30 percent of total) within $3,001-$6,000 per annum, 94 students with $8,001-$10,000 per annum, 48 students fall within $10,000 and over and 13 students fall within the "financial assessment form" discrimination documentation (Table 4).

Major Field of Study

Seventeen major fields of study and one undeclared major were analyzed with reference to the frequency of students enrolled in them (Table 5).

Of the 521 students that participated in the Act 101 program from 1978-1982, 12 of them were in the National Sciences, 68 in Business, 74 in Education (elementary, secondary and special education), 26 in Communications, 11 in Computer Science, 5 in Home Economics, 96 in Social Science and Social Work, 38 in Fine Arts, 8 in Physical Science, 12 in English, 39 in Psychology, 1 in Foreign Language, 7 in Health related professionals, 40 in Criminal Justice and 68 indicated no defined major field of study.

Table 5

Major Field of Study Distribution of Students According to Years of Participation in the Act 101 Program at Mansfield State College

Major Field of Study	Years of Participation[a]				Total
	1978-79	1979-80	1980-81	1981-82	
Natural Sciences	2	1	5	4	12
Business	9	15	21	23	68
Elem. Education	8	5	8	4	25
Communications	9	8	1	8	26
Secon. Education	10	--	5	--	15
Computer Science	3	3	2	3	11
Home Economics	--	5	--	--	5
Social Science	22	6	39	23	90
Fine Arts	8	9	14	7	38
Physical Sciences	4	3	1	--	8
Special Education	11	11	10	2	34
English	2	--	6	4	12
Psychology	10	8	9	12	39
Foreign Language	--	--	1	--	1
Social Work	--	6	--	--	6
Health Related Professions	--	3	--	4	7
Criminal Justice	--	20	--	20	40
Undeclared	23	17	14	14	68
Total	121	120	137	143	521

[a]Numbers under years represent frequency distribution of students.

--indicates that no students were recorded.

Financial Aid Programs

Eight different types of financial aid were available during the period from 1978-1982. Although a total of 521 students enrolled in the Act 101 program during the four year span, results in Table 6 indicated that a total of 1283 students received financial aid. This disparity in the number of students is easily explained by the fact that students had more than one financial aid source during one academic semester or year. Of the 1283 students that received financial aids, 342 of them (representing 27 percent of the total for the four years) had the B.E.O.G. (Basic Education Opportunity Grant), 104 had N.D.S.L. (National Defense Student Loan), 154 had C.W.S.P. (College Work Study Program), 324 had P.H.E.A.A. Grants (Pennsylvania Higher Education Assistance Agency), 75 had P.H.E.A.A. Loans, 135 had S.E.O.G. (Supplemental Education Opportunity Grant), 13 had V.A., S.S., B.V.P. (Veteran Benefits, Social Security, and Vocational Rehabilitation Benefits) and 136 had tuition waivers.

Program Activities

Eleven program areas and one miscellaneous program (made up of Speech, Geology, Sociology and Anthropology, Philosophy, Accounting and Psychology) were offered during the period 1978-1982. Two thousand six hundred and forty-six students participated in these program activities. Results showed that students took part in more than one program area per academic semester (Table 7). Two hundred and two students participated in student orientation during the four-year experimental period. Four hundred and sixty-seven participated in academic counseling, within this figure, all 143 students that enrolled in the Act 101 during the 1981-82

Table 6

Financial Aid to Students Distribution According to Years of Participation in the Act 101 Program at Mansfield State College

Financial Aid	Years of Participation[a] 1978-79	1979-80	1980-81	1981-82	Total
B.E.O.G.	68	81	106	87	342
N.D.S.L.	29	26	27	22	104
P.H.E.A.A. Grants	63	68	106	87	324
P.H.E.A.A. Loans	--	--	32	43	75
S.E.O.G.	45	27	28	35	135
V.A., S.S., BVR	3	--	5	5	13
Tuition Waiver	39	26	41	30	136
C.W.S.P.	43	46	43	22	154
Total	290	274	388	331	1283

[a]Numbers under years represent frequency distribution of students receiving aid.

--no students recorded.

Table 7

Program Activities Distribution According to Years of Participation by Students in the Act 101 Program at Mansfield State College

Program Activities	Years of Participation[a] 1978-79	1979-80	1980-81	1981-82	Total
Student Orientation	56	46	66	34	202
Academic Counseling	101	103	120	143	467
Personal Counseling	114	74	68	143	399
Career Counseling	56	120	80	143	399
Pre-College Exp.	39	26	41	34	140
Financial Aid Coun.	52	120	137	143	452
Study Skills/Reading	41	76	57	25	199
English Tutoring	31	29	50	31	141
Math Tutoring	24	21	40	27	112
Science Tutoring	9	5	10	4	28
Foreign Language	1	2	6	1	10
Speech, Geology, Soc/Anthropology Phil. Acct., Psych.*	31	27	17	22	97
Total	555	649	692	750	2646

Table 7

(Continued)

[a]Numbers under years represent frequency distribution of students participating in program activities.

*Represents miscellaneous program activities.

semester participated in the latter. Three hundred and ninety-nine students participated in personal counseling.

Students took part in more than one program area per academic semester (Table 7). Two hundred and two students participated in student orientation during the four-year period. Four hundred and sixty-seven participated in academic counseling, within this figure all 143 students that enrolled in the Act 101 during the 1981-82 academic semesters participated in the latter. Three hundred and ninety-nine students participated in personal counseling—all students who enrolled in the Act 101 during the 1981-82 year took part, 399 tudents participated in career counseling activities and of this, all 120 and 143 students who enrolled in the Act 101 program during the 1979-80 and 1981-82 academic years, respectively, were involved. One hundred and forty students were involved in pre-college experience activities. With the exception of 1978-79 academic year, all students enrolled in the Act 101 program participated in financial aid counseling activities. One hundred and ninety-nine students participated in study skills and reading activities, 141 participated in English tutoring, 112 in Math tutoring and 28 participated in Science tutoring. Ten students participated in foreign language activities while 97 students took part in miscellaneous activitie involving Speech, Geology, Sociology/Anthropology, Philosophy, Accounting and Psychology.

Student Retention

One of the measures of the success of an academic program is based on the relationship between the number of students enrolled at the beginning of the program and the number that are retained at the end of the program. Of the 521 students enrolled in the Act 101 program during the period from 1978-1982, 65 percent of them were retained. The thirty-five percent attrition rate is due to the following reasons (Table 8):

1. Thirty-one of the students (17 percent of non-retained) had graduated.
2. Twelve of the students had transferred.
3. Four of the students moved on to productive employment.
4. Eleven students withdrew because of health care reasons.
5. Two students had died.
6. Four students had insufficient financial aid.
7. Eighty-three of the students (46 percent of the non-retained) were dismissed by the school as a result of academic inefficiency.
8. Thirty-three of the students withdrew because of personal reasons.

Table 8

Student Retention Distribution According to Years of Participation in the Act 101 Program at Mansfield State College

Student Retention	Years of Participation[a] 1978-79	1979-80	1980-81	1981-82	Total
Self-withdrawal[b]	--	--	--	--	
Graduated	3	8	8	12	31
Transferred	4	1	2	5	12
Moved on to productive employment	1	--	2	1	4
Entered Military Service	--	--	--	--	--
Health	2	2	4	3	11
Death	1	--	1	--	2
Personal Reasons	15	4	4	10	33
Insufficient Financial Aid	--	3	--	1	4
Academic Dismissal (by School)	30	14	17	22	83
Total	56	32	38	54	180

[a]Numbers under years represent frequency distribution of students retained.

[b]No longer wanted program services.

--indicates no students recorded.

CONCLUSION

There is no denying the fact that institutions of higher learning should design academic programs to meet the increasing needs of low-income and disadvantaged students. Such programs should be tailored to effectively stimulate and motivate students to participate in a joyous and comfortable environment. The high retention rate (65 percent) of students who enrolled in the Act 101 during the four year academic semester (1978-1982) is an indication that the students and the staff of the Equal Education Opportunity Programs are doing a marvelous job.

RECOMMENDATIONS

1. Continued funding of the program activities such as counseling and tutoring should be enforced.
2. Institutions should continue support of programs within the E.E.O.P. Office.
3. B.E.O.G., P.H.E.A.A. Grants should be continued; other financial sources such as S.E.O.G., C.W.S.P. and P.H.E.A.A. loans should be looked into as possible help to needy students.

APPENDIX A

PROGRAM ORGANIZATIONAL STRUCTURE OF THE ACT 101 PROGRAM AT MANSFIELD STATE COLLEGE

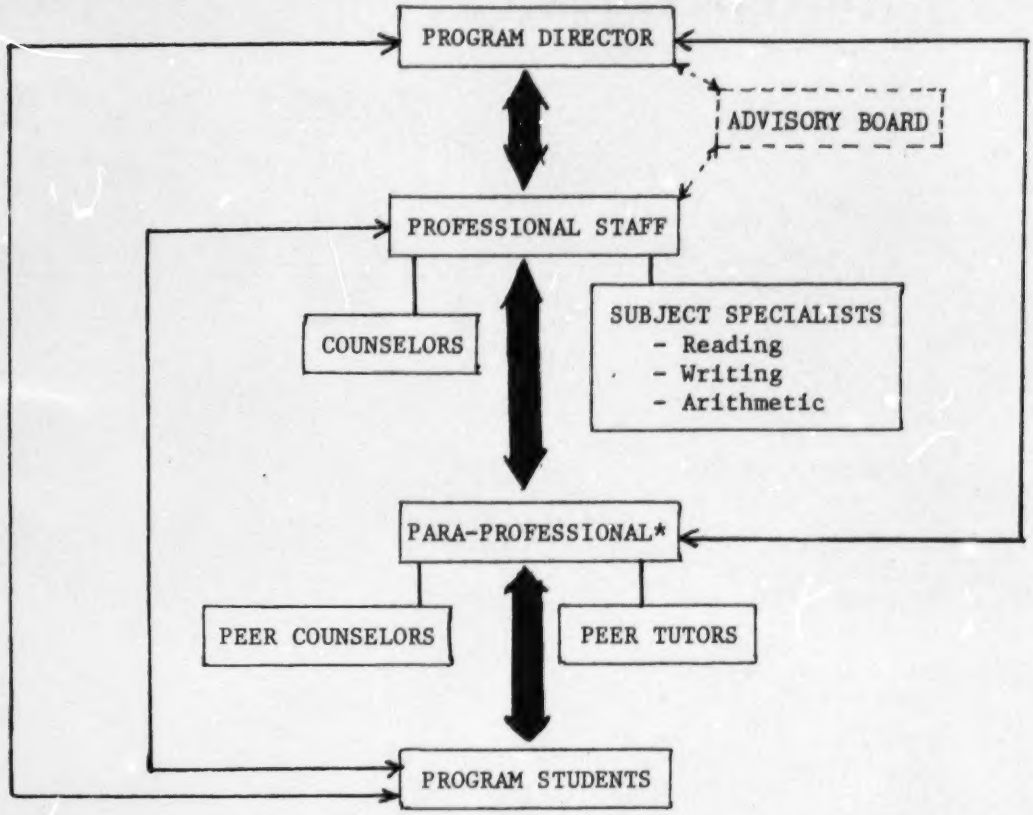

Figure: The Organization structure of the Equal Educational Opportunity Program (Act 101) at Mansfield State College.

*The Para-professionals are students trained by the staff of the Equal Educational Opportunity Program to assist them in reaching the program student better.

DIRECT LINKAGE

INDIRECT LINKAGE

INFORMAL LINKAGE-- Two missions of the advisory b...
1. working in advisory capacity with ...or of Act. 101 in planning programs ;
2. working in a supportive capacity with the Act. 101 staff by preparing status reports, identifying local resources, and acting as informal liaison officers betwen institutions that operate the Act. 101 programs and the community

Director of Special Programs
Act 101 Program/Academic Opportunity Program

The Director of Special Programs is directly responsible to the Dean of Educational Services. The director serves as the coordinator of all the Equal Education Opportunity Program components. Specific responsibilities include the following.

1. Serve as ex-officio member of the Act 101 Advisory Board which makes recommendations through the director for policies regarding the several components that comprise this program.

2. Make recommendations for staff (both part and full-time) to assist in the operation of EEOP components; including faculty to teach special sections.

3. Supervise the EEOP counselors, reading specialist/tutorial coordinator, AOP coordinator, and other staff as may be appointed.

4. Prepare budget requests for the operation of the several EEOP components, including proposals for grant funds, and administer funds allocated to the EEO Program.

5. Work with the Admissions Office in selecting students for the several EEOP components.

6. Work with EEOP students and Financial Aid Office to develop aid packages appropriate to students' needs and college resources.

7. Assist in bringing cultural diversity to the campus and community.

8. Engage in limited academic and personal counseling of students in the several EEOP components, so as to maintain contact with students' needs and concerns.

9. Plan and coordinate the six-week summer EEOP pre-college experience program.

Counselors

The counselors for the Act 101 Program are directly responsible to the Director of Special Programs. In fulfilling the needs of the students, the counselors provide the following services.

1. Counsel students regarding personal and social adjustments to college life.

2. Monitor students regarding academic progress, policies and requirements.

3. Work with the director to provide a variety of cultural experiences to the college/community.

4. Assist students to develop a positive self-concept and an awareness of cognitive processes necessary for wise decision making.

5. Coordinate career workshops and assist students with career planning and graduate school admission.

6. Coordinate and train peer counselors.

7. Help professors and staff to develop a deeper understanding and appreciation for life styles and cultures of persons at different financial and educational levels.

8. Counsel students regarding financial aid planning.

9. Test students to diagnose developmental levels and vocational preferences.

10. Instruct the survival techniques course during the summer program.

11. Assist the director to meet the needs of the students and of the objectives of the EEO Program.

Reading Specialist/Tutorial Coordinator

The reading specialist/tutorial coordinator for the Act 101 Program is directly responsible to the Director of Special Programs. The functions and duties of the reading specialist/tutorial coordinator include the following.

1. Provide classroom instruction in basic reading and study skills.

2. Diagnose specific reading problems of students.

3. Provide individualized remedial instruction for students who are reading below expectancy level.

4. Provide individualized instruction to students with specific study skills deficiencies.

5. Conduct research and maintain data on the progress of students involved in the reading and study skills component and the tutorial component.

6. Provide students with tutors in the content areas in which they experience difficulty or in which they request assistance.

7. Train peer tutors in effective tutoring techniques.

8. Evaluate peer tutors' performances by observing student progress.

9. Assist the director and the counselors to meet the needs of program students, the college and the community.

10. Seek means to improve all aspects of the Act 101 Program and its impact on the college and community.

Peer Counselors

1. Peer counselors will be assigned 7 to 10 students. They will work primarily in the dorms and the student union.

2. Responsibilities will include setting up appointments with counselees who have academic and/or social adjustment problems. Peer counselors will contact each student at least once a week, depending on each student's needs.

3. Depending on their class schedules, peer counselors will work between 15 and 20 hours per week.

4. They will serve as a source of information to the students and will assist them in becoming oriented to the college.

5. Peer counselors will refer students to the professional counselor and faculty for services not available through them (i.e.--tutoring/ professional counseling).

6. Peer counselors will inform the students of the resources of the college and directly assist them in using the resources.

7. Records of interviews with counselees and contacts with college personnel will be kept by peer counselors.

8. Peer counselors will attend weekly training sessions with the counselor in order to review and discuss particular problems occurring with the counselees, as well as to facilitate better interaction among peer counselors in terms of attending, listening, and responding behavior, and development of a team concept with other peer counselors. On-going skill building will also be an integral portion of the meetings.

9. Peer counselors will assist students in exploring their academic and vocational goals and will aid in discovering alternatives to achieving these goals.

10. Peer counselors will help plan and coordinate social/academic events for the EEO/Act 101 student.

11. Participation in a weekend retreat with members of the EEOP staff will be mandatory for summer peer counselors. The purpose is to acquaint participants with campus resources needed to help students and to provide information and feedback on program matters.

12. Peer counselors will be directly responsible to the counselor of the Act 101 Program.

13. They must submit bi-weekly time sheets which include contacts with counselees and other college personnel, training sessions, and other activities related to the job.

Tutors

1. Tutors will provide individualized remedial instruction in content subjects or skills.

2. Tutors will evaluate and report each student's progress on a regular basis.

3. Tutors will attend instructional sessions on tutoring techniques.

4. Tutors will attend conferences about student problems.

5. Tutors will contact the course instructor for specific information about course content, requirements, and testing procedures.

6. Tutors will perform additional related functions as assigned by the tutorial coordinator or the program director.

It is interesting to note that the working relationship at the Office of Special Programs/Learning Resource Center at Mansfield State College is that of mutual cooperation and trust. Both the direct and indirect linkages in the organizational structure further strengthens the Act 101 (E.E.O.P.) at Mansfield State College.

The relationship among program director, his staff and the program students is that of an open-door policy. This behavior not only encourages an ideal environment for effective learning but it also helps the students to genuinely go to any one of the staff members of the Act 101 program for assistance without any fear of victimization.